**MUSIC LESSON PLAN GRADE 3 #\_1\_\_**

SUB: Unit will take 2-3 weeks. Consult margin of the TE (Teacher Edition).

OBJECTIVES: SWBAT Sing with correct voice, follow notation, perform with precise body percussion, pronounce composer’s name correctly, find pattern in the music.

MATERIALS:TE Grade 3, red student books, CD #1, picture of Haydn, NC Symphony CD, red discs numbered 1-12”Judy” clock.

VOCABULARY: Haydn, notation, repeat sign, ending sign, pattern, rhyming words, lyrics, rhythm.

Review:

#1 ACTIVITY: p. 7 Billy, play top line on piano and have students follow with eye/finger to see repeats, stop signs, etc. talk about verses 1-5 having notation and 6-12 do not. Where is the music for 6-12? We use the same music as for 1-5. It is a pattern. Sing with students and look for rhyming words in the lyrics. Notice they are in the same place each time---again, another pattern!. Add CD1:4 and allow students to follow, without singing. Walk around room and see if thy can follow notation. Add body percussion as noted in the picture on p.6 and have students try to do this on the beat. Second week, allow students to make up their own rhyming part to go with the same numbers Use CD1:5 for this activity.

#2 ACTIVITY: Play Haydn CD and allow students to move around the room like a clock---always on the beat with the RHYTHM. Move backward, forward, sideways, etc. Allow them to be creative, as long as it is one the beat. Next, use discs around their necks to make a clock. Students form circle for clock. Allow students to move arms like the time that is around their neck, and do so to the beat of the music. Talk about analog/digital clocks. Ask them to count the number of timepieces at their house. Include watches, clock in car, etc.

#3 ACTIVITY: Use “Judy” clock to talk about the way we read an analog clock. Have them look at the gears and then see that the big hand goes around faster while the little hand moves just one number to the next. Allow them to have partners to show this movement. One student goes fast while the other moves slow. Repeat, changing partners.

SPECIAL EMPHASIS: Place students boy/girl in blue chairs and write names in seating chart. Take picture of each ½ of the class to be used in the lesson plan book for student identification.

ASSESSMENT: